JALT 2023 – Extensive Reading Presentations

Time	Room	Title
Saturday		
11:00 AM - 11:25 AM	Online A	**Developing the Mindset of a Bilingual Literacy Activist** Manabe, Shoichi - Ritsumeikan Asia Pacific University; Sevigny, Paul - Ritsumeikan Asia Pacific University
11:35 AM - 12:35 PM	303	**Writing a Series of Graded Readers In A University Classroom** Brierley, Mark - Shinshu University
12:10 PM - 12:35 PM	Convention Hall 300	**Read Your Way to Better English With the Oxford Reading Club** Peacock, Rob - Oxford University Press
12:10 PM - 12:35 PM	304	**COIL + ER: A Combination for Success** Goldberg, Paul - Xreading
12:45 PM - 2:15 PM	303	**Material Writers + Extensive Reading:** **Graded Readers Authorship and Publication Experience** Carle, John - MW SIG Program Chair; Conaway, Pat - Shokei Gakuin University; Neff, Joel - MW SIG Publications Chair; Bridge, Steven - Tokyo International University; Meiki, Susan - Okayama University; Patterson, Rachel - Kindai University Faculty of International Studies
1:55 PM - 2:20 PM	Online A	**Impact of ER Experience on L2 Japanese Teacher Perceptions** Tabata-Sandom, Mitsue - Massey University; Ikeda, Yoko – Ibaraki University
5:35 PM - 6:00 PM	101	**Dear Diary: A Journaling Approach to L2 Listening** Madarbakus-Ring, Naheen - University of Tsukuba
6:10 PM - 6:35 PM	403	**Speak With an Author – Connecting Students and Authors** Goldberg, Paul - Xreading
Sunday		
9:15 AM - 9:40 AM	406	**Student-Inspired Academic Vocabulary Learning Materials** Mathieson, Paul - Nara Medical University; Murray, Claire - Nara Medical University; Bolstad, Francesco - Nara Medical University
10:25 AM - 11:10 AM	404	**Materials Writers SIG AGM: Publishing Textbooks, Readers, Etc.** Carle, John - MW SIG Program Chair
11:35 AM - 12:35 PM	202A	**A Textbook for Extensive Reading: A Novel Solution** Goldberg, Paul - XReading
4:25 PM - 4:50 PM		**An Extensive Listening Study Using Podcasts** Robert Edick -
4:25 PM - 4:50 PM	403	**Integrated Dictionary Usage During Online Extensive Reading** Talken, Jackie - Kyorin University
5:00 PM - 5:25 PM	202B	**Strategies for Achieving Goals in ER: Student Suggestions** Parsons, Andre - Hokkaido University of Education
Monday		
11:00 AM - 11:25 AM	301	**Implementing X-Reading: What Can We Learn Upon First Use?** Gallacher, Andrew - Fukuoka Women's University

Summaries

Saturday

Developing the Mindset of a Bilingual Literacy Activist
Undergraduate international and domestic students were hired as "Community literacy activists" (CLAs) and asked to develop a series of six, bilingual graded readers that draw inspiration from six cultures in Asia. The CLAs and faculty leaders experienced many challenges in this undertaking that pushed everyone to the limits of their mindsets. Excerpts from interviews with CLAs and samples of writing, translation, and transcripts will illustrate some of these challenges and how they were overcome.

Writing a Series of Graded Readers In A University Classroom
This presentation will discuss the development of a writing activity for a compulsory one-year university English course. The activity emphasizes story-writing as a meaningful and imaginative experience that helps students focus on linguistic features and the writing process while using their imagination and writing at a level suiting their proficiency. In writing installments of a series of graded readers, students also have intrinsic motivation to engage with each other's ideas.

Read Your Way to Better English With the Oxford Reading Club
Graded readers provide many benefits to learners, but how can technology enhance the learning experience? In this session, we will explore techniques for increasing motivation and student agency using e-books from the Oxford Reading Club, an exciting platform with over 1,000 titles available.

COIL + ER: A Combination for Success
Collaborative Online International Learning (COIL), which allows students to communicate with peers around the world, can be highly motivating; however, programs often suffer from a lack of content to foster engaging discussions. Extensive reading (ER) provides students with input, but many students lack motivation to read. Combining the two, a COIL program in which each week students read about a different aspect of their partner's country and prepare questions can result in more engaging interaction.

Material Writers + Extensive Reading:
Graded Readers Authorship and Publication Experience
The main focus of this talk will be our ongoing joint project, the Graded Readers Authorship and Publication Experience (GRAPE). This project has involved several months of work, including group feedback, mentoring, leveling tools, student piloting, audio recordings, quiz creation, and ultimately publication. If you have an interest in writing and publishing materials for extensive reading, we invite you to join us.

Impact of ER Experience on L2 Japanese Teacher Perceptions
Twelve L2 Japanese teachers conducted online extensive reading for 10 months using Xreading in this mixed methods study. Multiple individual interviews as well as pre- and post-project questionnaire surveys revealed, qualitatively and quantitatively, that after the project, there were four significant changes in their perceptions regarding extensive reading: a deeper acknowledgement for teachers' roles, a stronger support for the use of a dictionary, and lower ratings of extensive reading's effects on vocabulary and grammar acquisition.

Dear Diary: A Journaling Approach to L2 Listening
This workshop outlines using journals in extensive listening programs. First, the workshop details the journal structure used in this study. Next, journal guidelines illustrate how to support learners in their listening resource selections, level suitability, and topic appropriacy. Finally, the workshop suggests how educators can implement a listening journaling component into their own teaching contexts. The presentation concludes by providing a practical L2 listening journal framework for educators to use in their own classrooms.

Speak With an Author – Connecting Students and Authors
To increase students' motivation to read, a series of online events called Speak with an Author were organized. For each event, an author of graded readers was invited to give a short presentation about their books. Students were then encouraged to share their feelings about the book and ask questions directly to the author. In this session, the presenters will discuss how the events were organized and share feedback from both the students and authors.

Sunday

Student-Inspired Academic Vocabulary Learning Materials
This presentation focuses on the creation and use of a graded reader series (The AWL Readers). It includes an examination of the role of the presenters' students and institutional environment in its creation, and also student feedback about the perceived effectiveness of the AWL Readers series as a tool for supporting academic vocabulary learning. We hope that insights from this presentation might inspire other teachers to involve their learners in the materials development process.

Materials Writers SIG AGM: Publishing Textbooks, Readers, Etc.
Join the Materials Writers SIG's AGM for comprehensive insights into textbook publishing, writing graded readers, online content, and more. We offer support to members in all aspects of publishing, be it for personal classrooms, established publishers, or independent publishing. Opting for the right SIG will enhance your JALT experience, and becoming an officer opens numerous doors for professional development. Members enjoy article publishing opportunities in our journal, Between the Keys.

A Textbook for Extensive Reading: A Novel Solution
Most language teachers acknowledge that extensive reading provides significant benefits for their students. However, integrating extensive reading into general English classes can be challenging, especially at institutions that require a compulsory textbook for each course. One potential solution is Links, a four-skills communication textbook that seamlessly integrates extensive reading through Xreading.com. Links, which is now available at multiple levels is designed with a task-based approach and features engaging and relevant topics for learners.

An Extensive Listening Study Using Podcasts
This year-long pilot study focuses on intensive listening to increase students' listening ability by listening to podcasts. The data from the pre-test (CASEC) and post-test (CASEC) were analyzed for improvements. Also, the listening habits of the students were reviewed. In addition, students' scores from the listening part of four exams were compared. Lastly, the students' post-study comments about the podcast were looked at.

Integrated Dictionary Usage During Online Extensive Reading
Reading strategies, particularly guessing meaning from context, are valuable tools for developing vocabulary knowledge. The current research project, supported by a Japanese federal grant, is investigating how access to an integrated dictionary during Extensive Reading (ER) affects learners' usage of these strategies. First-year English majors use the ER application Xreading. Interestingly, test results indicated that the experimental groups with access to the integrated dictionary showed greater gains in the ability to guess meaning from context.

Strategies for Achieving Goals in ER: Student Suggestions
In extensive reading (ER), encouraging students to read regularly is important, and often teachers set targets and deadlines to achieve this. Considering students' schedules, how do they go about completing such tasks? To shine light on this topic, the author asked his students (N =13) to give advice to future students for achieving their goals based on their own experience with ER. Results will interest teachers looking for potential strategies to share with their students.

Monday

Implementing X-Reading: What Can We Learn Upon First Use?
This study focuses on the implementation of the online library X-Reading within a language program at a university in Southern Japan. Surveys were taken to gauge students' understanding, attitude, and interest in extensive reading before and after using X-Reading in class. A controlled trial with a post-reading reflective intervention was also conducted to evaluate its impact on students' reading speed, accuracy, and vocabulary acquisition. Findings are discussed throughout the presentation.